*2020-21 Rhode Island*
*State Assessment Program*

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# State Assessment Scheduling Support

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# Introduction

This guide walks through considerations, options, and examples for scheduling that LEAs and schools can use when planning for the administration of 2020-21 state assessments.

There are a variety of factors that influence assessment scheduling, including:

1. Length of testing window
2. Available testing space and set-up that keeps students safely separated during testing
3. Number of personnel eligible to be test administrators and proctors
4. Number of students in each instructional model: In-person, Hybrid, Distance Learning
5. Class schedules and available scheduling options
6. Transportation to/from school, particularly for distance learning students
7. Number of computers, devices, and other materials used for testing

Appendix B contains a planning tool with guiding questions that test coordinators and teams may reference when planning for state assessment administration.


## Coronavirus and RISAP in 2020-21

Assessment dates and policies may shift to accommodate changes in response to COVID-19. RIDE will notify test coordinators of any changes or updates that impact any part of the state assessment system.

Test Coordinators may need to adjust some test administration protocols in accordance with health and safety protocols released by RIDE and the RI Department of Health.

- Please consult RIDE's COVID-19 page for guidance (www.ride.ri.gov/COVID-19).
- Please contact the Assessment Team with any questions at assessment@ride.ri.gov.

Plan to administer all state assessments in-person in the school building. Rhode Island is not administering any assessments remotely.  ACCESS for ELs administration is currently underway, with many schools successfully testing and utilizing the extended window.

State assessments provide useful information to students, families, schools and districts.  We encourage everyone to share with families the importance of the information you and your teachers receive from the state assessments, the steps you've taken to follow safe distancing and other health guidance, and to encourage and welcome students to school to participate in the state assessments.

# General Assessment Scheduling and Administration Guidance

Most assessment preparation and administration policies and procedures remain the same for our state assessments. Here are a few general reminders when planning test schedules:

- Tests can only be administered within the posted state testing window. These windows have been extended to provide more time to administer assessments and account for challenges in scheduling, spacing, or quarantine due to the pandemic.
- Testing occurs during regular school days.  No test session may extend beyond the end of the regular school day without permission from RIDE. Any individual test session must be completed on the same day in which it begins. See assessment-specific manuals for details.
- If scheduling two sessions of an assessment in one day, avoid conflicts with recess or lunch, and plan for the possibility that some students may need more time than expected.
- Consider space and staffing needs for students testing with accommodations or designated accessibility features such as extended time, separate location, small group, or specific time of day.
- Plan room set-up to ensure adequate student spacing and orientation to maintain test security. Generally, set-up that adheres to health and safety guidance for COVID will likely meet test security requirements.
- When selecting rooms for testing locations, note any content in the room that must be removed/covered to not violate test environment requirements.

Scheduling state assessments in a typical year requires accounting for many variables: testing space, test administrator availability, maintaining test security, students needing make-up assessments, accommodations, and more. As you plan for administration this year, we know that other variables may arise which may not be addressed in this guide.

If you have any questions, please reach out to the Assessment Team at assessment@ride.ri.gov and we would be happy to assist you.

# Factors Influencing Assessment Scheduling

## Testing Window

RIDE has extended the testing window for all state assessments except SAT School Day (College Board establishes the SAT window, which is longer than that of prior years). Please review the updated state testing windows posted at www.ride.ri.gov/Assessment-Schedules.

Districts and schools plan when to administer their tests within the overall state window.

1. RIDE recommends **starting administration as early as possible** in the state testing window. This will ensure plenty of time for all students to safely and securely test. If possible, try to complete testing within the first few weeks of the window to allow for potential delays or rescheduling due to quarantines (of students, educators, or the school). Leave enough time and plan to utilize the final week of the state testing window for students returning from quarantine.

2. When scheduling, **use all days of the week**, including Mondays and Fridays, to maximize available time. Some schools may have partial distance learning days, or students on a rotating/hybrid schedule. Consider testing those students on days they are in school. Keep students from the same pod together, even if that means you have multiple "small group accommodation" settings instead of one because there are students from different pods with that same accommodation.

3. **Administer up to two sessions per day**, as possible, particularly for older students and students familiar with statewide testing. For high schools: this is unnecessary for SAT School Day and PSAT10 since both sessions take place on the same day; consider doing both sessions of NGSA on the same day, as well as options for a student taking as many sections of DLM in one "seating" as the student feels comfortable.

4. **Stagger start times** to avoid crowding, particularly for arrival or departure from the school building and/or classrooms. For example, start one distance learning student group at 8am, have a second group to arrive at 8:30 a.m., and a third at 9:00 a.m. – this will allow the earliest students to begin and end before any of the other groups.

5. Remember to **set sufficient time between test administration sessions** to account for extra time needed. This will allow students moving into or out of classrooms to safely distance without rushing. You also may need to sanitize materials, surfaces, and equipment if they are being shared by students.

# Available Testing Space

Review all available space on your school's campus to ensure sufficient spacing between students during testing and to allow students to enter and exit the testing space safely. If your district or the school's campus has an additional building or parts of a school building not currently being used for regular instruction, those spaces may be used for testing. For example, SAT and PSAT 10 have an off-site testing plan (see section 5 of the linked document) for schools that need space beyond their normal school building – consider that option for other state assessments (i.e., distance learners test in a school building not in use).

Remember the following when considering a location for testing: room size and layout (arrangement of desks and/or tables) must comply with both COVID-19 guidance and state assessment test security requirements.

- Can the space be used for accommodations for students that require a specific set-up like 1:1 administration, read-aloud, sign language administration, or small group?
- Can students entering and exiting the building and/or individual rooms do so easily and safely?
- Do students and staff have access to restrooms?
- Does the space allow for staff to maintain test security, including a place to store materials securely, if necessary?
- Does the space allow for staff to sanitize materials, such as calculators or laptops, used by more than one student?
- Does the space have adequate wireless or other internet connection for testing devices and, if applicable, assistive technology?

# Test Administrators and Proctors

When considering how many test administrators and proctors you may need, review the qualifications for each role as listed in the RISAP Test Coordinator's Handbook (www.ride.ri.gov/TC) and explained in the RISAP General Policies Overview webinar (www.ride.ri.gov/Assessment-Training).

Note that individuals employed by the LEA and who hold educator or administrator certificates may be trained and serve as test administrators. For ACCESS: teaching assistants and paraprofessionals may administer the computer-based assessment in grades 1-12; the Alternate ACCESS (all grades) and grade K ACCESS must be administered by certified educators who are also ELL/MLL specialists. For DLM, paraprofessionals and aids may administer the DLM assessments for this year only.

There are a number of factors influencing how to allocate and train school staff.

1. Do you have sufficient teachers to maintain the original stable pods during testing? How many test administrators are needed for distance learning students?
   a. Train as many test administrators as possible once eligible staff are identified.
   b. Any staff trained must be present in the building to administer tests in-person.

2. How many students have educational needs requiring small group or 1:1 instruction and assessment?
3. Can any long-term substitute teachers cover distance learning classes during in-person testing sessions when students' regular teachers are administering the test? A long-term substitute is someone who will be employed in the school long enough to be trained and stay in the school through testing.
4. Educators who hold preliminary certifications and are employed by the LEA for the year are eligible to be test administrators.

If your school has a substantial number of students engaged in distance learning, that will affect the number of test administrators needed to administer the tests to those students in addition to in-person/hybrid learning model students. When assigning test administrators, consider the following questions to help determine how to create stable "distance learning testing pods" during test administration windows:

- How many staff do you need based on the number of distance learning students to be tested?
- What eligible staff are not already part of a stable pod? Could they be assigned as test administrators for a "distance learning" pod?

*Example:* Schools have a variety of options for assigning test administrators and proctors to different groups of students according to instructional models and accommodations based on personnel and space available.

| Student Group | Elementary | Middle School | High School |
|---|---|---|---|
| In-Person | Teachers' classrooms | Teachers' classrooms | Teachers' classrooms |
| In-Person (e.g., extended time) | Music teacher in music classroom | Media specialist in library / Teachers' classrooms | Art teacher in classroom / Teachers' classrooms |
| In-Person (e.g., small group) | Literacy specialist in small classroom <br> Art teacher in art classroom | School psychologist in cafeteria (Group A at one end) <br> Math coach in cafeteria (Group B at other end) | Assistant principal in cafeteria (Group A at one end) <br> Library media specialist in cafeteria (Group B at other end) |
| Distance Learning | School psychologist in gym with paraprofessionals as proctors | Math specialist in gym with paraprofessionals as proctors | School counselor in gym with paraprofessionals as proctors |
| Distance Learning (e.g., extended time) | Math specialist in library | Literacy specialist in art classroom | Music teacher in music classroom |

Review the training requirements for each assessment at www.ride.ri.gov/assessment-training. Test administrator manuals and links to supplemental resources can be found at www.ride.ri.gov/assessment-manuals in the "Test Administrator" tab. Make sure to share the accommodations manual with test administrators if they will administer any accommodations (www.ride.ri.gov/Accommodations).

All test administrators must be trained in RISAP general policies (see the editable presentation template on RIDE's Statewide Assessment Training page for content). Test coordinators should plan time to conduct virtual test administrator training for state assessments. Test coordinators are welcome to use the customizable training deck referenced earlier as the base and add in school policies and other information as desired. Note that many individual modules or certifications are currently available and may be completed as soon as the test coordinator informs their teachers of them. However, depending on the assessment, there may be additional training required.

# Instructional Model

## *In-Person / Hybrid Students*

For the in-person or hybrid models, students should test while already in the school building on in-person days.  This will help maintain existing pods, use classroom spaces the students are already in, and can be integrated into their current class schedule if needed to minimize disruption and limit movement between classrooms.

Additional testing spaces may be needed for students with certain accommodations. If students in one grade test while those in other grades in-school are participating in regular instruction, space may be limited. Schools may consider testing over the course of multiple consecutive days (e.g., select a certain 'team' to test on Tuesday, the other 'team' tests on Wednesday). See the "Class Schedules Examples" section for more considerations and examples.

## *Remote / Distance Learning Students*

Distance learning students must test in-person and in school.  RIDE is aware of the concerns that many schools and families have for students who are distance learning due to medical conditions that may increase a student's risk for COVID.  RIDE is bound by federal regulation for what constitutes a medical exemption from state assessments; we do not have an exemption from state assessments for students learning under that scenario.

Schools have a number of options for safely testing students who are distance learning.  Most options consider location and timing.

Consider the following:

1.  number of students in your school who are fully distance learning
2.  any accommodations those students may have that require a separate space
3.  any room(s) or section(s) of the school building that are separate (or can be separate) from in-person and hybrid students' use to allow for safe distancing both among distance learning students and between distance learning students and other pods
4.  how to maintain test security in any rooms chosen (e.g., gym or cafeteria set up appropriately)

There are a number of options for scheduling, including but not limited to the following:

1.  Stagger start times so distance learning students arrive at school for testing before/after students participating in hybrid or in-person instruction.
2.  Create a morning testing group and an afternoon testing group with no arrival/departure overlap and sufficient time for sanitization of space.

3.  Schedule testing so that distance learning students are the only students in the school building. All other students who are not testing would be engaged in distance learning.

Scenarios and examples can be found in the "Class Schedules Examples" section.

# Accommodations

Some accommodations require space or additional personnel to administer.  These include extended time, small group, 1:1 administration, human read aloud (or human signer), speech to text, and scribe to name a few. Pay special attention to accommodations that require a test administrator to transcribe student answers from an assistive technology device or paper edition test into the online test platform. It may be helpful to include time to transcribe into the testing schedule so test administrators will have adequate time.

It will also be important for districts to ensure that all accommodations are reviewed for each student to ensure that the student has only the accommodations they need and nothing "just in case". We know that staffing test sessions will be difficult and that accommodations like human reader, scribe, and extended time take considerably more staff to implement properly. Consider reviewing these accommodations specifically to see which students may benefit from embedded text-to-speech and speech-to-text programs instead of human scribe. There may still be other students who no longer require these accommodations.

Schools may schedule students testing with accommodations over the course of several days to ensure adequate staffing, provided that test sessions are scheduled as close as possible to maintain test security.

# Class Schedule Examples

RIDE has created a handful of examples to illustrate various ways to schedule state assessment sessions for this year's administration.

*Please note:*  These examples may not align to your school schedule, and some models may not be the best fit for your school. Please adapt as needed to align to your local circumstances.

*For all examples in this section:* any times/periods indicated are for illustrative purposes only – schools will need to plan timing according to their own scheduling and the guidance in each assessment's test coordinator manuals.

## *Make-Up Days*

For all state assessments, make-up tests must be administered within the state testing window. Schools may choose how to handle make-ups and when to schedule them.

Make-up days may be scheduled soon after the primary session administration day (recommended), or later in the testing window, depending on the requirements for that particular assessment (see the assessment's test coordinator manual for specific information). If a school chooses to administer an assessment over the course of multiple days, then a student who misses the administration for which they were scheduled (e.g., Monday) may make up the test on the day of the next administration (e.g., Wednesday). Test coordinators should determine if doing so would be possible while maintaining safe distancing / stable groups requirements, or if having the student test on another day would be preferable.

## *Full In-Person Instruction*

For **elementary schools** with a full in-person instructional model, you can schedule and administer the assessments as you would normally so those students take the assessment in their classroom. If you do not have sufficient space, particularly to administer accommodations properly with safe distancing, then other models may be considered (see examples later in this section) such as Testing by Grade Level.

If you also have students who are fully distance learning while the majority of your students are in-person, you will need to plan how to bring those students into the school for testing. If you choose to test distance learning students on a day different then in-person students, you will need to plan for remote learning supports (e.g., substitute teacher leading lesson, assignments through a learning platform) for either group while the other is testing.

1. distance learning students can be tested at the same time as the in-person students if you have sufficient space for them to be in separate location(s) – particularly with regard to ensuring all accommodations are properly administered for all students
2. if sufficient space is not available for the first option, plan to test distance learning students on a different day, or over several days as consecutively as possible:
    a. while in-person students have regular instruction and so more space is available
    b. while in-person students have a remote learning day so the entire building can be utilized

**Middle schools and high schools** that are fully in-person instruction and otherwise have normal multi-period class schedules have a larger challenge due to students moving between classrooms. Schools may schedule days where all students take the assessment at the same time (e.g., RICAS for middle school). Another option is one grade testing during a particular class period(s) or block (e.g., NGSA for grade 8 or 11, PSAT10, SAT School Day) while the remainder of the school carries on as usual. If schools logistically do not have the space or personnel to do that, or doing so would violate safety guidelines, it may be best to test by grade level or a hybrid model (see the following sections).

## Staggering Start Times

For any instructional model, staggering start times may be an effective way to handle multiple groups of students testing at the same time and limit potential for interaction (particularly for fully remote students coming to school for testing). Being able to stagger start times is highly dependent upon personnel and space capacity and on communication with students and families, as well as the ability to modify bus schedules.

*Example:* An elementary school staggers start times of assessments for in-person students and distance learning students with both starting at/soon after the beginning of a school day. RICAS Math shown.

| | In-Person | Distance Learning |
|---|---|---|
| 9:00 a.m. | Student Arrival | - |
| 9:30 a.m. | Test Session Begins | Student Arrival |
| 10:00 a.m. | Testing Continues | Test Session Begins |
| 11:00 a.m. | Test Session Finishes* / Break | Testing Continues |
| 11:30 a.m. | Normal Instruction Begins In Classroom | Test Session Finishes* / Students Depart |
| 12:00 p.m. | Lunch | - |

*Students with extended time may still be testing. Materials may take time to collect.*

*Example:* A middle school has regular instruction taking place in one part of the school building while the gym is set up for distance learning students to test in a morning session and an afternoon session (none of the distance learning students in these groups need extended time). Students receiving instruction already took both sessions of the test on their hybrid in-person days. NGSA grade 8 shown.

| | In-Person | Distance Learning |
|---|---|---|
| 8:00 to 8:15 a.m. | Student Arrival and Homeroom | - |
| 8:15 to 8:20 a.m. | Passing Time | - |
| 8:20 to 9:05 a.m. | First Period | Student Arrival Starting at 8:25 a.m. |
| 9:05 to 9:10 a.m. | Passing Time | Test Session 1 Begins at 8:40 a.m. |
| 9:10 to 9:55 a.m. | Second Period | Test Session 1 Ends at 9:40 a.m. |
| | | Five minute break |
| 9:55 to 10:00 a.m. | Passing Time | Test Session 2 Begins at 9:45 a.m. |
| 10:00 to 10:45 a.m. | Third Period | |
| 10:45 to 10:50 a.m. | Passing Time | Test Session 2 Ends at 10:45 a.m. |
| 10:50 to 11:15 a.m. | Lunch | Students Depart starting at 10:50 a.m. |

*Example:* A high school chooses to have a distance learning day for all grades except grade 11 in order to administer the SAT in two staggered groups. SAT and PSAT 10 testing times may start between 7:30 a.m. and 9:00 a.m. The high school then schedules a second day to test distance learning students using a similar staggered-start schedule.

| | Grade 11 Group 1 | Grade 11 Group 2 |
|---|---|---|
| 7:45 a.m. | Admit students to assigned testing rooms and collect electronic devices | - |
| | | |
| 8:00 a.m. | Close testing room doors and distribute materials and read preliminary instructions | - |
| 8:30 a.m. | Testing Begins | Admit students to assigned testing rooms and collect electronic devices |
| 8:45 a.m. | | Close testing room doors and distribute materials and read preliminary instructions |
| 9:00 a.m. | | Testing Begins |
| Noon | Approximate Time Testing Finishes for PSAT 10 / Students Depart | Testing Continues |
| 1:00 p.m. | Approximate Time Testing Finishes for SAT / Students Depart | Approximate Time Testing Finishes for PSAT 10 |
| 2:00 p.m. | | Approximate Time Testing Finishes for SAT |

## Testing by Grade Level Examples

When testing by grade level, all students in one grade would be in school on the same day and test at the same time (spread throughout the building, including distance learning students in their own separate locations). *Example:* One grade at a time with the full assessment completed on a single day, with one grade level testing per day. High school example shown for SAT School Day on Tuesday, April 13 and PSAT10 on Thursday, April 15. SAT School Day has a separate make-up testing window. The PSAT10 window has been extended so all make-ups should take place within the test window.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Grade 9 | *Regular Scheduling* | Distance Learning | *Regular Scheduling* | Distance Learning | *Regular Scheduling* |
| Grade 10 | *Regular Scheduling* | Distance Learning | *Regular Scheduling* | **PSAT10** | *Regular Scheduling* |
| Grade 11 | *Regular Scheduling* | **SAT School Day** | *Regular Scheduling* | Distance Learning | *Regular Scheduling* |
| Grade 12 | *Regular Scheduling* | Distance Learning | *Regular Scheduling* | Distance Learning | *Regular Scheduling* |

## Hybrid Schedule Examples

These examples are for a school or district following a hybrid schedule with students alternating days in which they are fully in-person in school. In this case, plan to administer the assessments to students on the day they are in school. For students who are fully distance learning (DL), find educational space in the building that is not being used for instruction or state assessment, and bring in distance learning students.

*Example:* One session per day for all students. Hybrid students take the assessment on the day they are in school. DL students come into the school building and test in "pods" with staggered start times – perhaps assess one group in the morning and another in the afternoon with time to fully sanitize between administrations.  Middle school RICAS ELA or math example shown.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Hybrid** | Group 1 In-Person *(Session 1)* | Group 2 In-Person *(Session 1)* | Group 1 In-Person *(Session 2)* | Group 2 In-Person *(Session 2)* | Make-ups |
| **DL** | AM Pod 1 *(Session 1)* PM Pod 2 *(Session 1)* | AM Pod 3 *(Session 1)* PM Pod 4 *(Session 1)* | AM Pod 1 *(Session 2)* PM Pod 2 *(Session 2)* | AM Pod 3 *(Session 2)* PM Pod 4 *(Session 2)* | Make-ups |

*Example:* Two sessions per day, DL students testing in "pods" with staggered start times. Two sessions per day may require additional space, especially if planning to test students with similar accommodations. Middle school RICAS ELA or math example shown.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Hybrid** | Group 1 In-Person *(Session 1, Session 2)* | Group 2 In-Person *(Session 1, Session 2)* | Group 1 Make-ups | Group 2 Make-ups | *Regular Scheduling* |
| **DL** | AM Pod 1 *(Session 1, Session 2)* PM Pod 2 *(Session 1, Session 2)* | AM Pod 3 *(Session 1, Session 2)* PM Pod 4 *(Session 1, Session 2)* | Pod 1 Make-ups Pod 2 Make-ups | Pod 3 Make-ups Pod 4 Make-ups | *Regular Scheduling* |

*Example:* Full assessment in a single day where only one grade is testing and that grade is split between multiple groups taking the full assessment on different consecutive days. Distance learning students would come into school and test in a separate location. For SAT School Day, if sufficient space is not available with regular hybrid scheduling to have grade 11 distance learning students come to school and be able to test in separate locations, perhaps have another (or all other) high school grade(s) do full distance learning for those testing days. Note: all sessions for PSAT 10 and SAT School Day must start between 7:30 a.m. and 9:00 a.m.; afternoon sessions are not possible. NGSA grade 11 example shown.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Hybrid** | *Regular Scheduling* | Grade 11 *Group 1* In-Person *(NGSA Sessions 1 & 2)* | Grade 11 *Group 2* In-Person *(NGSA Sessions 1 & 2)* | *Regular Scheduling* | *Regular Scheduling* |
| | | *Regular hybrid scheduling for other grades* | | | |
| **DL** | *Regular Scheduling* | AM Grade 11 Pod 1 *(NGSA Sessions 1 & 2)* PM Grade 11 Pod 2 *(NGSA Sessions 1 & 2)* | AM Grade 11 Pod 3 *(NGSA Sessions 1 & 2)* PM Grade 11 Pod 4 *(NGSA Sessions 1 & 2)* | *Regular Scheduling* | *Regular Scheduling* |

## *"All-School" Testing*

For this model, schools could integrate test sessions into the regular class schedule so all students in the school on a particular day are tested at the same time by replacing class periods for all students with a test session "block". Upon the test session completion, students would resume their class schedule for the remainder of the day. Note that administering multiple assessments (e.g., PSAT10 and SAT School Day) in the same schedule is possible only when those state testing windows overlap.

This model may be more complex to administer if doing so with multiple assessments that have different test structures or session parameters (e.g., RICAS and DLM, NGSA and DLM). It also requires a solid understanding of your school's capacity (space and personnel), and so should only be implemented after careful consideration. For example, an elementary or middle school could take the RICAS ELA test for the respective grades as the same time, and any students taking DLM would take that ELA assessment in a separate location during the same time period (note that DLM has a different test structure than RICAS). If choosing to administer multiple assessments during the same time block, *do not* combine students taking different assessments in the same group even if those students are part of the same stable group because assessment procedures and scripts are very different.

In this scenario, all in-person teachers (regardless of subject) need to be trained as test administrators. Students participating in distance learning would – if sufficient space – come into the school building and test at the same time on their required assessment, just in a separate and safely distanced location(s).  If there isn't sufficient space, then distance learning students would need to come into the school on a day as closely consecutive as possible to the main group of students taking that assessment.

*Example:* Elementary full day in-person, every day, two sessions per content area per week, with distance learning students tested when space is available in the school – either at the same time as in-person if space available, or on non-testing days consecutive to the in-person testing days. Elementary RICAS ELA example shown with distance learning students testing in-school the day following in-person students' testing.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **9:00 a.m.** | School Day Starts | School Day Starts | School Day Starts | School Day Starts | School Day Starts |
| **9:30 a.m.** | *ELA Session 1* | Make-up *Session 1* / DL Students *Session 1* | *ELA Session 2* | Make-up *Session 2* / DL Students *Session 2* | Regular Scheduling |
| **11:00 a.m.** | Break | Regular Scheduling | Break | Regular Scheduling | Regular Scheduling |
| **11:15 a.m. and beyond** | Regular Scheduling | Regular Scheduling | Regular Scheduling | Regular Scheduling | Regular Scheduling |

*Example:* Middle school full day in-person, alternating days, *one* session per content area per day. This would typically result in two cycles needed to complete testing for that content area. ELA (RICAS/DLM) example shown.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Homeroom** | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person |
| **First Period** | *ELA Session 1* | *ELA Session 1* | Make-up *Session 1* / DL Students *Session 1* | Make-up *Session 1* / DL Students *Session 1* | *Regular Scheduling* |
| **Second Period** | *Depending on length, continue Session 1 or regular scheduling* | | *Depending on length, continue session 1 or regular scheduling* | | *Regular Scheduling* |
| **Third Period and beyond** | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* |

*Example:* Middle school full day in-person, alternating days, *two* sessions per content area per day – this may result in all testing being finished in one cycle (not including additional make-ups). ELA (RICAS/DLM) example shown. Note: DLM testlets have different administration procedures and require additional space or time for completion.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Homeroom** | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person |
| **First Period** | *ELA Session 1* | *ELA Session 1* | Make-up *Session 1* / DL Students *Session 1* | Make-up *Session 1* / DL Students *Session 1* | *Regular Scheduling* |
| **Second Period** | *Depending on length, continue Session 1 or start Session 2* | | *Depending on length, continue Session 1 or start Session 2* | | *Regular Scheduling* |
| **Third Period** | *ELA Session 2* | *ELA Session 2* | Make-up *Session 1*/ DL Students *Session 2* | Make-up *Session 1*/ DL Students *Session 2* | *Regular Scheduling* |
| **Fourth Period and beyond** | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* |

*Example:* High school full day in-person, alternating days, one full assessment (or content area, if DLM) per day. Note: if administering NGSA, that assessment is two sessions that can be administered back-to-back with a short break between them if the test coordinator thinks that is best for the students (see the test coordinator and test administrator manuals).

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Homeroom** | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person | Group 2 In-Person | Group 1 In-Person |
| **First Period** | *Assessment (PSAT10 / SAT School Day / DLM)* | *Assessment (PSAT10 / SAT School Day / DLM)* | Make-up *Session* / DL Students *Session* | Make-up *Session* / DL Students *Session* | *Regular Scheduling* |
| **Second Period** | *Depending on assessment guidance/length, continue assessment or move to regular scheduling* | | *Depending on assessment guidance/length, continue assessment or move to regular scheduling* | | *Regular Scheduling* |
| **Third Period and beyond** | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* | *Regular Scheduling* |

# Transportation

Depending on how schools plan to schedule assessment sessions, there may be a need to adapt existing transportation schedules (e.g., routes, vehicles) on testing days, especially if schools choose to provide transportation for distance learning students. Districts may choose to select central testing location(s) for distance learning students to reduce contact across pods and allow for district-arranged transportation.

Review the current bussing schedule for the selected testing locations and determine which distance learning students will have access to those routes on the days when these students are scheduled to test. It may be necessary, according to safe transportation guidelines, to include time for busses to be sanitized between groups of students. A district may also choose to repurpose that transportation for only testing students while other students have distance learning days. See the school year guidance posted at www.ride.ri.gov/COVID-19 for general recommendations about transportation.

# Communication with Students and Families

Communication is key to ensuring that distance learning students and their families understand about the importance of testing and all of the ways that the school is preparing for safe and socially distanced administration.  If you are unsure about whether to provide transportation for distance learning students, or if families would use this option if you did, survey distance learning families about transportation availability for testing purposes.  Then follow up promptly with information about the testing schedule and transportation well in advance, with opportunities for families to ask questions and have concerns alleviated. Providing a flyer or letter with links or other information may be helpful.

While students who are currently in-person or on a hybrid schedule may be more familiar with social distancing protocols and procedures, schools may need to provide instructions to students and families about entering/exiting the school building, the testing area, and interacting with others on their way to/from testing sessions, including where to wait to be either picked up by a family member or to get transportation home.

# Devices, Technology, and Testing Materials

Depending on the device model adopted by a district or school, there may be differences in students' access to and use of devices (e.g., school-assigned laptops, tablets) and supports (e.g., handheld calculators), and how that technology is maintained (e.g., software and security updates, battery replacement) which will affect planning for assessment preparation. Make sure testing protocols and procedures for devices, technology (or other) supports, and materials handling are communicated prior to testing, including:

- Distribution and collection of secure materials (e.g., student testing tickets, paper test booklets) while maintaining safe distancing
- Handling of materials (e.g., calculators) that may be used by multiple students (e.g., sanitization between uses)
- Cleaning protocols for space and devices, including PPE for test administrators, proctors, and students

## *Testing Software Installation*

Computers/devices used for testing need to be updated with the appropriate testing software prior to testing. Review the relevant assessment's test coordinator manual, or reach out to the technical support pages to review if an older version of a secure browser or app can be used (it varies by assessment and vendor). If updates or a new app or browser installation is needed, make sure this is completed well before testing begins.

If your district/school already has in place a way to do remote overnight updates, or a schedule for students bringing in/dropping off devices (or background updates during the school day while on the school network), then the best way to install testing software is through that. Make sure to run reports ahead of the start of testing in case some devices did not receive those updates.

If your school does not have that kind of remote update plan set up but would like to, make sure to do so and try it out well before the testing window begins so there is ample time to update all devices or troubleshoot any issues.

Another option is to have students drop off their devices prior to a school break, vacation week, or weekend (if no homework assigned that weekend which would require use of the device). Teams could then sanitize and inventory the devices upon receipt from students, make general maintenance updates, review and update testing software, and then sanitize devices again before returning the devices to the students to whom they are assigned.

## *Technology Requirements*

Plan ahead and check the technology requirements for the assessments your school(s) will be administering. Some assessments' technology requirements have changed. If that change presents a challenge to your

school, please contact the technical support team for that assessment and they and RIDE will discuss the situation and possible resolutions with you.

## Privately Owned Devices

For students who are distance learning and using their own laptop, desktop, or other device to participate in school, those devices are not to be used for testing. In those cases, the district or school should make available a sanitized testing device for the student's use while testing at the school.

## Technology Tools for Accommodations

Always make sure you have sufficient technology for testing, including technology needed for particular assessment accommodations (see the Accommodations and Accessibility Features Manual, as well as assessment-specific test administrator manuals and test coordinator manuals). This may include a second computer or monitor, a particular kind of tablet or laptop, assistive technology devices, or other accessories (e.g., headphones, microphone, external keyboard or mouse, calculator as appropriate for the assessment). If any technology will be shared by different students over the course of testing, plan for sufficient time to sanitize it between sessions (e.g., fully disinfect the device, remove used surface protectors and replace with sanitary ones).

## General Testing Materials

For general testing materials (e.g., paper test booklets, student testing tickets, scratch paper), you will need to plan a system for distributing and collecting materials, particularly handling materials that students will use more than once (e.g., paper test booklet for session 1 and session 2 of RICAS ELA).

Test administrators and proctors will need to wear PPE during test administration, which may also include gloves (for handling materials) and face shields in addition to masks.

You may want to consider whether using clear plastic locking bags might be helpful for a mechanism to collect and store student test booklets, especially since the plastic can be wiped down before being placed in the secure central location. Books would need to be removed from the bags for return shipment to the vendor.

When distributing materials, consider having the test coordinator (or other authorized personnel) use a cart to bring the materials to the doors of the testing room and then the test administrators come into the hall (while the person delivering materials stands a safe distance apart) and then pick up the materials from the cart to bring into the room. Picking up materials could be handled the same way in reverse.

Consider having student testing materials already laid out on students' desks before they arrive.

An option for the end of a test session may be to have students neatly group their materials (with any sensitive/secure information face down or covered by a blank sheet of scratch paper) on their desks before departing. Once the students have left their desks (make sure no one leaves the room with any secure materials or scratch paper!), then remove the materials from the desks in an orderly fashion: all student testing tickets would need to be accounted for and collected in a paper envelope, all used scratch paper in a bag for shredding, all blank scratch paper in a separate bag for immediate recycling.

Test coordinators may print new student testing tickets for each session if they so choose, provided that all test tickets for every session are accounted for and securely shredded before new tickets are printed.

# Appendix A: Support and Resources

RIDE is available to serve as a thought partner when considering options for scheduling.  Please contact assessment@ride.ri.gov and we will connect you to the appropriate team member.

In addition, RIDE will post resources on the following pages:

- Updates on state assessments: www.ride.ri.gov/TC
- Manuals and materials: www.ride.ri.gov/Assessment-Manuals
- Testing windows and other important dates: www.ride.ri.gov/Assessment-Schedules
- Statewide assessment training resources: www.ride.ri.gov/Assessment-Training

General education, distance learning, and 2020-2021 school year resources can be found at www.ride.ri.gov/COVID-19.

# Appendix B:  Checklist for Test Coordinators

The sets of questions below are intended to support your organization and planning when scheduling administration of state assessments this spring. The topics are listed in a general sequential order, but may be addressed however makes sense to you and your team.

| Topic | Questions to Consider |
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| Assessment Calendar | <ul><li>What grade level(s) at my school participate in state testing?</li><li>What assessment(s) does my school need to administer (include DLM alternate assessments and ACCESS)?</li><li>How many session(s) does each assessment have?</li><li>What are the testing windows for the assessments? Do the windows overlap?</li><li>What are the assessments' policies for make-up testing?</li></ul> |
| Students | <ul><li>How many students will participate for each assessment (including DLM)?</li><li>Of those students, how many are in-person daily?  In-person/hybrid? Fully distance learning?</li><li>How many students need certain types of accommodations that have space or personnel requirements, and which accommodations will be administered?</li><li>How many testing groups will you have for each assessment – for regular testing as well as for administering accommodations noted above?</li><li>For elementary schools: how many groups of students do I have who receive the same accommodations within the same stable pod? How many across all pods?</li></ul> |
| Space | <ul><li>How many classrooms or educational spaces (e.g., gym, cafeteria) are available to be used as testing rooms?  Consider during regular instruction and modified course schedules (e.g., hybrid, distance learning day).</li><li>What is the capacity for each space under safe distancing guidelines and health policies?</li><li>For elementary schools: what educational spaces could be utilized for students with the accommodations noted above – or for students receiving instruction while other students are testing in their normal classrooms/stable pods?</li><li>What is the scheduling for cleaning/sanitization of classrooms and other educational spaces, including desks, tables, chairs, commonly touched surfaces?</li></ul> |
| Personnel Available | <ul><li>How many teachers, administrators, paraprofessionals, teaching assistants, content area coaches, long term substitutes, school counselors, etc., are qualified to be test administrators or proctors (see the *RISAP TC Handbook* for details about all roles and requirements)?</li><li>Of those qualified, how many can be in-person in the school for administration or proctoring?</li><li>Of those in-person, how many are already assigned to stable groups?</li></ul> |

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| | <ul><li>Of those remaining in-person:<ul><li>how many could be test administrators for students who are fully distance learning when those students come into school for testing?</li><li>how many could be proctors for sessions (particularly those in large rooms)?</li></ul></li><li>Of those not in-person, how many could provide instructional opportunities to distance learning students or students not currently testing?</li></ul> |
| Testing Devices | <ul><li>How many students were provided laptops/devices by the school/district for the students' own educational use during class and/or homework?</li><li>Of those devices, how many meet the technology requirements for the testing software?</li><li>How many additional laptops/computers/tablets are needed?</li><li>How are devices updated (regular maintenance)? How and when will your technology coordinator install testing software?</li><li>If students will share devices, what is your plan for sanitizing devices between uses?</li></ul> |
| Testing Tools | <ul><li>How many students will need other technology, accessories, etc., for accommodations for testing (e.g., calculators, headphones, microphones, assistive technology, separate keyboard or mouse)?</li><li>Do you have sufficient devices and accessories so students will not need to share?</li><li>If students need to share, what is your plan for sanitizing devices and accessories between testing sessions?</li></ul> |
| Testing Materials | <ul><li>Do you have a plan for receiving secure testing materials shipments, inventorying materials, and storing them in a secure location?</li><li>Who/how many personnel will have access and be handling materials and when?</li><li>Do you have sufficient supporting materials (e.g., scratch paper, pencils) prepared for testing?</li><li>How do you plan to distribute materials to testing locations while following safe distancing? (e.g., test coordinator has a cart and brings materials to each classroom door for the test administrator to then bring inside)</li><li>How do you plan to distribute testing materials (including test tickets) to and collect from students? (e.g., each paper test booklet in a large closeable clear plastic bag which can then be sanitized between sessions, student testing tickets collected together in another plastic bag and then securely destroyed after testing and new ones printed for the next session)</li></ul> |
| Non-Testing Students | <ul><li>What is your plan for students who are not scheduled to test?</li><li>How does the plan incorporate quality learning opportunities (including regular classes)?</li></ul> |

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| Personnel Training | • For each assessment, what are the training requirements for test administrators and proctors? (e.g., test security, administration policies, certification course or module completion)<br>• How will the training be provided (e.g., virtually) and documented (e.g., sign-in form, survey), including agreement with test security policies?<br>• What materials (e.g., manuals, guides) must be provided to personnel involved in testing? |
| Testing Time | • What is the recommended length of each test session?<br>• How many students will need extended time? How will that be organized in accordance with safe distancing, testing space, and stable groups (elementary, distance learners)?<br>• How much time for transition will you allocate between sessions (e.g., materials distribution/collection, entering/exiting room safely, sanitization of space or desks)?<br>• How much time is needed for sanitizing devices or student testing materials? |
| Scheduling Options | • How early in the state testing window can you begin testing?<br>• Would you be able to administer one (or two) sessions of an assessment in a single day to an entire grade of students?<br>• Would it be easier to administer that one (or two) session(s) of an assessment to different groups of students across consecutive days – particularly if you are already using a hybrid alternating day model (e.g., session 1 given to last names A-L on Monday and M-Z on Tuesday, session 2 given to last names A-L on Thursday and  M-Z on Friday)? If so, which example/model from this guide might be the best place to start or modify?<br>• Depending on space and personnel available, and number of students fully distance learning, how many days (either one session per day or two sessions per day, according to the assessment parameters and student comfort) would it take to administer the test to those students?<br>• For your school class schedule, student, personnel, and space considerations, which option(s) (or combination of options) work best to safely and securely administer each assessment within the given window?<br>• What other regular administrative and non-instructional logistics need to be considered when setting the schedule? (e.g., nutrition, meals, emergencies, supplies, copies, bus timing, restrooms, recess)<br>• How will you handle and plan for make-up testing for each assessment? |
| Communication to Students and Families | • Do students and families understand the measures in place to support safe distancing and other health policies during normal school days?<br>• Will communication with families provide them with the information they need to understand their role with assessment as well as the importance of state assessments?<br>• Do they have a document with clear, concise, and relevant information? |

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| | <ul><li>How will you communicate to *in-person/hybrid* students and their families about what to do, where to go, what they need, what to know, etc., on testing days to both prevent confusion and ensure safe and secure testing?</li><li>How will you communicate to *fully distance learning* students and their families about processes for arriving/departing school, safe distancing, testing spaces and procedures, etc., to both prevent confusion and ensure safe and secure testing?</li></ul> |
| Communication to School Personnel | <ul><li>What are your plans to ensure everyone knows what to do and when (or who to contact if uncertain) when preparing for administration of state assessments? (e.g., training, emails, documents, signs and labels, checklists, reminders)</li><li>Does your communication include both personnel actively involved in testing (e.g., test administrators, proctors, hall monitors) as well as cafeteria, custodial, and operations staff so they are aware of how this will take place?</li><li>How will you handle questions, unexpected circumstances, and regular administration of testing while it is taking place?</li><li>How have you provided everyone with instructions on logistics post-testing (e.g., what to do after each session is completed, after all testing is completed) such as turning in materials, room or device sanitization, etc.?</li></ul> |